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Six bulletins which were developed for teachers as a part of a research and curriculum development project to improve the teaching of migratory pupils are presented in this document. Conclusions about the education of migrant students, characteristics of the disadvantaged child, improving the migratory child's self-image, helping the migratory pupil succeed in school, home visitations, and teaching English as a second language to the migratory child are topics which are discussed. Suggestions are given to aid teachers in teaching, understanding, and improving the migrant child. (SW)

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BULLETINS FOR TEACHERS OF THE MIGRATORY PUPIL

Curriculum Study Committee
Summer 1967

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SUGGESTIONS FOR TEACHING THE MIGRATORY PUPIL

"Some Conclusions"

Developed as a part of a research and curriculum development project to improve the teaching of migratory pupils.

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The study committee concerning the migratory child submit the following conclusions about the education of the migratory student as he is put into a heterogeneous school situation such as Richland:

1. We must understand the culture of the migratory child.

2. To be a successful teacher of migratory children or any disadvantaged children one must have a feeling of emphathy.

3. In order for these children to feel a sense of accomplishment it is recommended that large units or studies be divided into smaller units so that there be an opportunity for migrants to experience the completion of something through from beginning to end.

4. As with all children -- accept him where he is and guide him as far and as fast as he can comfortably go.

   Once a teacher begins to understand and appreciate the disadvantaged child he or she is closer to understanding and appreciating why his children "are the way they are".

   He is less likely to condemn and reject them because they are not what he, in his middle class framework, thinks "they ought to be".

   He is then in a better position to reach them.

5. Before a child can adjust to a new classroom environment he must be made to feel welcomed by the whole group as well as by the new teacher.

   Preliminary classroom planning on the part of the teacher and pupils is recommended.

   A good environment for learning does not happen but is created.

6. Since learning does not take place without reward, success must be insured in some measure for every child.

   It is recommended that the curriculum be adapted to fit the needs of the disadvantaged child. In so doing all children will benefit by a new approach.

7. Before we can change the family's educational atmosphere, we must learn to communicate with these parents in a meaningful way.

   In order to communicate we must understand.

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SUGGESTIONS FOR TEACHING THE MIGRATORY PUPIL

"Characteristics"

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Numerous labels are commonly used to identify the children of the poor: culturally deprived, low socioeconomic group, economically restricted and disadvantaged. In an educational context, "disadvantaged". In an educaticnal context, "disadvantaged" refers to children with a particular set of educationally associated problems arising from and residing extensively within the culture of the poor. This is not to say that other cultural groups within society escape similar problems, but that the ills restricting the intellectual, social, and physical growth of children tend to be concentrated here. We may change the name but the problems remain - passing from generation to generation and sustained by discrimination, lack of opportunity, and an exploding population. The Disadvantaged Child Frost & Hawkes

Who is the "disadvantaged child"? What are his characteristics? It is generally agreed that basically the characteristics of the deprived are also those of the migrant for whom there is great concern in the schools.

Each year 150,000 children move with their parents across the croplands of this country, harvesting as they go. They are burdened by poverty and disease, deprived of education and legislation which could alleviate their condition. These are the migrants -- rejected by communities and unwelcomed in schools. Temporary residence makes them ineligible for public assistance and other legal benefits. Many are illiterate; most are educationally retarded. -- Frost & Hawkes

The teachers' sociological education should have laid the basis for understanding the familial and social roots of the behavior of these young people, and their professional education and experiences should have equipped them not only to teach well but also to adjust programs to the needs of the children.

In The Mexican-American of South Texas by William Madsen, it is shown how a member of that culture finds it difficult to become anglicized without losing his friends and self-respect, and how well-meaning people--teachers, public officials, medical personnel, even social workers -- frequently misunderstand these people and unwittingly insult them and casually violate their ethics as well as their etiquette.

We have to understand that many of them come to us too often, with shattered dignity and frightened selves and that their hostility is too deep to be seen by our eyes. They have learned long ago that one can hide things from strangers who have not yet discovered how to look at other people and know what they are seeing --

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The problems of establishing the proper teacher-pupil relationship is often more difficult when pupils have cultural values and attitudes which are not known or understood by the classroom teacher.--Interpersonal Orientation of Elementary Teachers with Mexican-American Pupils, Dr. E. David Cooke; (Bloom, Davis & Hess, op. cit., p. 32) (California Elementary School Administrators Association, Quality Practices, Monograph 17, Burlingame, California: The Association, 1965, p. 49) (California Advisory Council on Educational Research, Educating the Deprived Child: Research & Practise, Research Resume No. 29 - California: California Teachers Association, 1965, pp. 1-16)

Marvin A. Brottman states it is useful to consider the behavioral characteristics exhibited by the group which appear to affect learning within a milieu of the school and to explore aspects of that milieu which may be modified by school personnel within a reasonable time. --Teaching the Culturally Disadvantaged Pupil - John M. Beck, Ph D & Richard W. Saxe

Home and Family Structure of Children and Youth from the Culture of Poverty:

-typically have parents who do not have the language skills to enable them to foster their children's language and cognitive development

-typically come from homes where there is a sparsity of objects (such as toys and play materials of different colors, sizes and shapes); therefore receive little or no training in the concepts of color, direction position or relative size

-typically disciplined by physical force, have had little opportunity to build insights into the causes and consequences of his own behavior since reason is generally not used in the poverty home

-typically have little encouragement of their fantasy lives; the parent in some occasions of "imaginary playmates" remonstrates the child for "lying"

-typically have parents working at jobs which require little education; frequently giving child impression that school is not particularly important in terms of preparation for life

-frequently have parents who are concerned that too much formal education may "spoil" their child; in some cases what is defined as truancy by the school may be viewed as a sign of loyalty to the family as they feel that family is pre-eminent over school attendance laws

-frequently come from a home environment with such a paucity of objects that their level of curiosity is affected; one develops curiosity, generally, by having things to be curious about; the lack of curiosity affects both motivational patterns and the development of creative behavior

-frequently have parents who communicate negative appraisals of the school establishment because of their own difficulties in coping with the school culture

-frequently have homes in which the physical environment mitigates against the development of listening skills; the home is frequently so noisy that the child learns to "tune out" (not only yelling and screaming but also general noise level increased by cramped living)

-weak ego-development, a lack of self-confidence and a negative self-concept (these conflicting feelings about themselves frequently result in exaggerated positive and negative attitudes towards others)

-typically have great difficulty in handling feelings of hostility through the use of words rather than force

-typically have poor judgment because of their meager experiences; as they have had little experience in making large numbers of small decisions, they are unequipped to make larger ones later on

-frequently fail because they expect to fail which only tends to reinforce their feelings of inadequacy

-frequently end the achievement habit before it has begun

-have poor attention span -- Metfessel

Characteristics Typical of the Deprived Child's Style:

-physical and visual rather than aural

-content-centered rather than form-centered

-externally oriented rather than introspective

-problem-centered rather than abstract-centered

-inductive rather than temporal

-slow, careful, patient, persevering (in areas of importance) rather than quick, clever, facile, flexible -- Riessman

Disadvantaged children need to have the abstract constantly and intimately pinned to the immediate, the sensory, the topical. This is not to say that they dislike abstract thinking; it is rather that they do it differently. Moreover after they have acquired some feeling for the broad generalizations from seeing their direction and application in practice, then the deprived individual may in some degree begin to appreciate abstract formulations per se. This probably comes at a later stage of development and possibly even then the abstractions will be more firmly connected to things that can be seen, felt and acted upon. The deprived child approaches abstractions from the concrete, the immediate.

These children have inferior auditory discrimination, visual discrimination, judgment concerning time, number and other basic concepts. Martin Deutsch

He finds that this inferiority is not due to physical defects of eyes and ears and brain, but is due to inferior habits of hearing and seeing and thinking. Presumably the family environment of these children did not teach them to pay attention to what was being said about them, or to the visual scene. (from Havighurst)

Disadvantaged children for the most part are not introspective or introverted; nor are they greatly concerned with the self. They respond much more to the external. They are not given to self-blame or self-criticism, but rather are more likely to see the causes of their problems in external forces. Sometimes this can take the form of scapegoating and projection, but it may also lead to appropriate placement of censure and accompanying anger.

That they are not introspective in focus does not mean that they are incapable of inner thought, imagination, and feeling. But rather, again, as in the case of the concrete and the abstract -- the external stimulation must precede the inner development.

Positives of Educationally Deprived People

-Cooperativeness and mutual aid that mark the extended family

-avoidance of the strain accompanying competitiveness and individualism

-the equalitarianism in informality and humor

-the freedom from self-blame and parental overprotection

-the children's enjoyment of each other's company and lessened sibling rivalry

-the security found in the extended family and a traditional outlook

-the enjoyment of music, games, sports and cards

-ability to express anger

-freedom from being word-bound

-an externally oriented rather than an introspective outlook

-a spatial rather than temporal perspective

-an expressive orientation in contrast to an instrumental one

-content-centered rather than an abstract-centered approach

-the use of physical and visual style in learning

Dr. Irving Taylor who has been concerned with various types of creativity in our American society, has observed that the mental styles of socially and economically disadvantaged learners resemble the mental style of one type of highly creative persons. -- Frank Riessman

The deprived child typically works on academic problems in a slower manner. He requires more examples before seeing a point, arriving at a conclusion or forming a concept. He is unwilling to jump to conclusions or to generalize quickly (exceptions to the rule bother him). He's a slower reader, slower problem solver, slower at getting down to work, and is slower in taking tests.

In many areas of life the underpriviledged individual is not slow at all, but is remarkably quick. He seems to be both perceptive and quick in judging expressions on people's faces. In athletic games and activities he functions rapidly and seems to think quickly. When verbalizing in his own language he does not appear sluggish at all. In figuring out ways of "beating the system" in the factory he is often astoundingly fast. These observations suggest that part of his slowness in the academic sphere is probably due to unfamiliarity with the subjects, limitations with formal language, and insecurity in this setting.

These deprived children have rich feeling for metaphor and colorful language.

They are handicapped in their exposure to situations which provide experience with cognitive skills. They have a decided lack of ability in auditory discrimination, a consistent lack of language utility as use of public versus formal. They use language expressing concrete rather abstract ideas.

Many sociologist stress some distinguishing characteristics--describe the people who are a part of this cult of poverty:

-display and defense of masculinity

-search for excitement

-core role of the peer group

-subordinated role of children and a lack of interest in them as individuals

-freedom for boys while girls are kept homebound

-separate social lives for men and women

-vivid actual, sometimes too realistic conversation

-detachment from the job but concerned with job security

-a lack of trust of the outside world

-considerable lack of stability because of the poor occupational adjustment

-there is a tendency toward horizontal mobility

-some broken homes

-some homes where the mother works but the father is unemployed

-they need success-they need immediate recognition of success use of rewards

-typically respond with silence upon meeting strangers

-have few, if any, reading or other educational materials

-lack of a definite time or place to study

-trips are limited--often only to immediate neighborhood

-often no one at home to meet them--no one to share their triumphs or troubles

-parents engage in little if any school activities

-watch T.V.

Language Factors:

<u>The culturally deprived child</u>:

-understands more language than he uses (does not imply a wider learning vocabulary)

-frequently uses a great many words with fair precision but not those words representative of the school culture.

-frequently is crippled in language development because he does not perceive the concept that objects have names and that the same objects may have different names.

-the culturally deprived kindergarten child uses fewer words with less variety -- severe limited self-expression

-uses a smaller proportion of mature sentence structure.

-learns less from what he hears.

<u>Learning Patterns:</u>

Culturally deprived children:

-tend to learn more readily by inductive than by deductive approach, difficulty in using a discovery technique

-need support of an authority figure, distrust own judgement or conclusions

-are generally unaccustomed to "insight building" by external use of lectures and discussion at home, home not verbally oriented

-children frequently symbolically deprived, imagination not rewarded

-need to see concrete application of what is learned to immediate sensory and topical satisfaction

-need series of well-defined instructional tasks

-continued verbalization

-frequent evaluation of progress

-tend to have poor attention span; have difficulty following the teacher

Readiness for instruction:

-often have significant gaps in knowledge and learnings

-have had little experience in receiving approval

-have narrow experiences outside the home

School Behavior:

-generally unaware of "ground rules" for success at school

-some end achievement habit before it is begun, do not have enough success to provide motivation

-need help in seeing adult as a person of whom you ask questions and from whom you receive answers -- Metfessel

Most educators agree that the task of the school is to build upon a child's prior learnings while developing fully functioning individuals. There is further agreement that methods employed toward this end be consistent with the innate potential of the child and a democratic view of living. Appropriate procedures for education of the migrant child are elusive, for each child brings a unique set of problems to school. He may have a value system dissimilar to that of the teacher, a low level of aspiration, limited language facility, little knowledge of or concern for sanitation, and even less familiarity with generally accepted cultural patterns. These problems appear to be common, with some modifications to all economically restricted groups in this country, -- Frost & Hawkes

SUGGESTIONS FOR TEACHING THE MIGRATORY PUPIL

"Improving the Migratory Child's Self-Image"

Developed as a part of a research and curriculum development project to improve the teaching of migratory pupils.

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Self-image may be defined as what any individual deeply feels about himself. It is seldom what he tries to project to others because one's self-image is "much too deeply personal to be revealed except through unconscious responses".

The fact that the self-image is learned and is constantly in process of revision has profound importance in the field of education.

The child who sees himself loved, valued, honest, truthful, industrious, successful, intelligent and kind has learned to feel that he stands for these traits and will try to live up to this image of himself if too much is not required of him. He should, however, be challenged.

Contrast the behavior of a child, such as the one described above, with one whose experiences have caused him to consider himself as stupid, unsuccessful, unloved, unworthy, etcetera. With all other factors equal the child with positive feelings about himself has every advantage over one with negative feelings.

Perhaps, few if any of his experiences can be more distressing to the "migratory" child than to be coerced into attending a new school where he is friendless and alone and is unable to adequately understand and express himself in English. His anguish may be so great that he will become physically ill especially, if previous school experiences have been unhappy ones.

It is the teacher's first obligation to such a child, or in truth to any child, to make his transition from stranger-in-the-room to friend-and-classmate as speedy and pleasant as possible.

This may take a "lot of doing" but a child's happiness and success is at stake.

Having received the new pupil it behooves the teacher to respect him inspite of his imperfections, obvious and otherwise.

The migratory child has to face many problems. It is to be hoped that in his teacher he will find a solution--and not added problems. Do not blame a child for failure. Search for the cause and correct it in so far as you are able.

Some Suggestions for the Teacher

1. As you welcome a new pupil to your room approach him in a cordial relaxed manner. Introduce yourself to him and ask him his name and where he is from. Visit with him a few moments to try to put him at ease.

2. Provide him with a comfortable temporary seat if a desk is not yet available. Secure a desk for him as soon as conveniently possible.

3. Introduce him to the class and have each classmate introduce himself to him.

4. Appoint a suitable classmate or two to be his sponsors, to secure books and supplies and to help him get started.

5. Place his desk and his sponsor's desks where he can be easily observed and helped by the teacher as well as his sponsors.

6. Discover (as soon as short informal tests can be given) what he is capable of doing in the different subject areas.

7. When speaking to the new pupil look directly at him and use his given name.

8. Friendly personalized comments will be re-assuring to him. However, his responses to friendly overtures by teacher and classmates may, for various reasons, be slow.

9. Help him to feel competent by giving him tasks he can succeed in doing, but which are challenging in some measure.

10. Remember that most every child wants a good picture of himself; but he must have some picture to live up to, be it good or bad.

11. Try to make every day of school a good day by having well planned and varied activities in which the child experiences success.

12. The teacher should avoid:

    a. Use of subject matter as a disciplinary measure.

    b. Frequent or lengthy detentions.

    c. Sarcastic comments.

    d. Forced apologies--too often a child who glibly says "I'm sorry", simply means "I'm sorry I got caught".

    e. Personal indignities.

    f. Encourage class to shun or reject a child.

To summarize--our goal, as teachers of all children, expecially of "migratory" children, must continually be to foster and develop within them a positive self-image characterized by self-confidence, self-discipline and self-determination in order that they may reach their highest potential and lead happy, healthy and productive lives.

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SUGGESTIONS FOR TEACHING THE MIGRATORY PUPIL

"Helping The Migratory Pupil Succeed in School"

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Worth of Education to Migratory People

Schools must make sense to the migrant family if it is to have their cooperation. Education for its own sake is seldom valued by poor people, especially when school attendance has to compete with wage earning.

The curriculum at every level should really be immediate and useable in terms of what children and young people know and want. This relevance to living should be clear to parents, as well as pupils, so they will be willing and eager to make it possible for their children to get to school regularly---an achievement which often calls for considerable trouble and even sacrifice.

The principle that learning is built only on what one already knows--is fundamentally important.

The Newcomer

Because migrant people often come to school with damaged self-esteem, reinforced by many experiences of inadequacy and failure, the school's first task is to strengthen the learner himself.

Acceptance in the school situation is the first step, acceptance and welcome of the migrant people, as they are and for what they are, by teachers and pupils. It should be obvious to the newcomer that there is room for him and that everyone finds his coming normal and welcome.

Most teachers prepare the children in their class for the coming of new pupils, many of whom may be moving on again in a short time. To be expected and feel wanted can affect a child's whole future.

In the pre-newcomer "talk session" children can be led to have a worthwhile discussion concerning the problem of a new pupil. A feeling of empathy with the newcomer and a sense of responsibility on the part of the entire group for the acceptance of these children should develop under a skillful guidance by the teacher.

When a new pupil comes a peer sponsor can smooth the way. The sponsor can take the newcomer on a tour of the school explaining regulations. He can accompany him to lunch show him where buses load, and aid him in finding his bus. The sponsor can help the child with his school work, getting supplies and books for him.

Should a newcomer become unhappy there are several things a teacher can do:

1. Ask the principal to invent an errand for the unhappy child. Then the class can discuss the matter and suggest ways to help.

2. Ask for another buddy or two.

3. Seat him near a peer he likes.

4. Encourage after school visits with a peer.

5. The teacher probably should make a friendly home call.

6. A "choice job" may help.

To Further A Feeling Of Success

To help a child who moves often realize he has accomplished something in school it might be beneficial to give him some concrete evidence as he moves on.

When any child enters school he could be given a place to file any work he thinks he would like to keep. When a child announces he must move on this material can be assembled into a booklet.

All the materials can be placed in a packet. Included could be a self-addressed stamped envelope with writing paper so that a child could write when he arrives in his new home.

If the children he left then wrote to him it surely would help his self-image.

How Do Children Fail

Why do they fail? They fail because they are afraid, bored and confused.

They are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud.

They are bored because the things they are given and told to do are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents.

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"Home Visitations"

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In order to be really successful in an attempt to cope with the educational problems inherent in children of migrant families, authorities have come to agree that the attitudes of the parents towards the school must be changed. This is in agreement with the widely accepted idea that an atmosphere for learning must begin in the home. This is not to say that the roll of the school is to dictate to the home. Owing to the strong feeling of hostility generated by an uninvited enterance into the privacy of the family and the home, such a program could only do more damage than good. However, experience suggests the way to develop an attitude favorable toward the school is by devising ways to involve the parents in the education process.

There are many opportunities available to the school for involving parents in the education of their children. One method which has been found quite successful is a program of home visitation by the classroom teacher. The teacher would only visit the homes of those students who enter the class after school has started are found to be from migrant families. A program of this type would serve several important functions such as: helping the child feel accepted into the new class, helping the family feel welcome in the community, and allowing the teacher the opportunity to develop a better understanding of the child which will aid in identifying any special needs or problems the child might have.

The children of migrant families have a special need for a genuine friendly reception into the school. The life of a migrant child already holds so much uncertainty that he requires a special effort be made to assure feeling of acceptance. It takes a great deal of courage to enter a new school. This special need for reassurance is especially acute in the child from a Spanish-speaking family. Therefore, the teacher should take a genuine interest in each child as an individual and try to become well enough acquainted to know about each one's home life and family. To do this without appearing nosy will require much effort, good judgment, and tact on the part of the classroom teacher. However, the resulting teacher-child relationship will be highly advantageous. According to observations made by consultants for the National Advisory Council for the Education of Disadvantaged Children, a most important factor in the education of disadvantaged children is a favorable "rapport" between teacher and child.[1]

The techniques used for the home visitation may be as diverse as the situation calls for. Before making such a visit, the inexperienced teacher should try to become familiar with the accepted social customs of the migrant farm worker as possible. It is especially important to have a good knowledge of the Mexican-American culture will be found in the Mexican-American Of South Texas, by William Madsen. The home visitation need not be a formal interview. Much can be gained from a brief chat on the front steps or through a screen door, if you are not invited into the home. Because of the crowded living conditions under which many migrant families live, it might be inconvenient for them to invite

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1. Report of the National Advisory Council for the Education of Disadvantaged Children, Summer Education for Children of Poverty, pp 15-16

you into the home even if they are very much interested in what you have to talk to them about. Another problem which will cause difficulty for most teachers is the situation where neither parent speaks English and the teacher does not speak Spanish.

Letting the family know that you would like to visit and when you will come is most important. This is also one of the most difficult problems of the home visitation program, since most agricultural workers who move with the crops do not have a telephone. The message might be sent home with the student or an older member of the family. But somehow messages sent home with students never get home. Another technique might be to just drop by and ask when it would be convenient for you to come back. Many times the parents will say that since you are already here to come in. This latter approach is believed by some to be superior because they feel it prevents the parents from deliberately avoiding the teacher.

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PREFACE

It is hoped that the ideas set forth in this paper will tend to remind the classroom teacher of the situation the bilingual migrant child faces as he begins his education. He has the same wants and needs as all other children. He is confronted with the same problems and adjustments. In addition he must learn a new language, new ideas, new ways of thinking and doing.

Teaching these children English, to become effective students and citizens requires more than a study of the linguistic principles that underlie language instruction. Psychological, sociological and a broad range of cultural factors also play their role. Acceptance then is a basic condition for effective learning. Acceptance of what he is, his language, his cultural background, and of his mistake is mandatory.

Most children who move about have a great need for the kind of group experiences that are basic to citizenship. Because they have had fewer opportunities than most boys and girls to put down roots in any community, they have had more to gain from the classroom community in which they can take an active part. Work activities should provide as many opportunities as possible to plan together, to share ideas, materials, and responsibilities, to identify themselves with groups and group concern.

Include as many opportunities as possible for children to formulate and express their own ideas and reactions. Music, rhythms, art, playmaking and dramatization, puppetry, writing and activities through which children relate to themselves what they have seen and done and make the learning their own.

Most bilingual children understand more English than they can speak or write. After the first two or three years, they usually can read more than they can express. The receptive skills are easier to learn, as anyone who has studied a second language will recall.

However, comprehension can be very uncertain. Many children learn to "say the words" in a book, picking up enough of the meaning to follow the general thread. Meanings are necessarily thin when experiences with English have been few. Several practices to build comprehension should be followed in rooms where children do not get much practice with language outside of school:

1. Use as many experiences with real things as possible to supplement verbal meanings. The more concrete these are the more you can be that certain meanings are being built.

2. Use pictures, films, interviews and other experiences of these types to supplement books. These are not so dependent on language to express their meaning.

3. Use a great deal of discussion and explanation in connection with reading in all subjects. Talk about the ideas before and after reading.

4. Work with small groups often so that you can watch and check comprehension of individual children.

5. Invite and tempt participation of bilingual children in stories, dramatizations, and discussions. Include them whether they participate actively or not, so long as they are interested and intent.

A great deal has been said about the language or verbal deficit supposedly characteristic of disadvantaged children. Agreement has been reached that these children are inarticulate and nonverbal. Is this generalization standard? Aren't these children quite verbal -- in out-of-school situations?

The quality of language employed has its limitations and here in could lie the deficit. Basil Berstein indicates: (quote) "the difference is between the formal language and public language, between the language of a book and the informal everyday language". Too many have come to agree that this deficit in formal language means that deprived people are characteristically nonverbal.

Let us assume that a school had the idea that these pupils are very good verbally. Then teachers approach them in a very different way. They look for techniques to bring out verbal facility. Verbalization should be encouraged but not forced. An awareness of the positive verbal ability would lead to demanding more of the disadvantaged child and expecting more of him.

Suggested guide lines for stimulating verbalization to be considered could include:

1. Many visual stimuli -- pictures, objects, television -- to be presented to the children along with verbal stimuli.

2. The children must have a chance to verbalize and communicate orally with other children and adults about the things they have learned.

3. Learning by doing is necessary for these children. They need to manipulate materials and they need to be actively involved in the learning process.

4. These children would profit from a program that provided for a great deal of auditory and visual perception activities.

Teaching the migratory bilingual child the English language can be a happy, satisfying experience, opening up many opportunities for wider friendships and more participation in school and community activities. The methods teacher can and should give the child self-confidence and security, never less.

A set of principles of language learning can be deprived by combining psychological theories of learning with the findings and theorists and linguists. Perhaps it would be prudent to accept these principles tentatively:

1. Oral language precedes the written form. Speech and listening comes before reading and writing. Instruction in a second language should be audio lingual.

2. The memorization of basic conversational sentences as accurately as possible provides models for further learning. These dialogues should center around authentic speech situations.

3. Learning of individual sentences and rules of grammar does not help in knowing the language.

4. Teach the sound system not in isolation but in expressions and sentences with the intonation and rhythms of a native speaker.

5. Minimum vocabulary should be used while students are learning the sound system. Attempting to teach words in the beginning is wasteful as from a linguistic point of view words do not constitute a language.

6. Give massive practice in problem units and patterns that are structually different between the first and second languages.

7. Reading and writing should be taught as a graphic representative of language units and patterns already taught.

8. Dialogue and material should contain authentic standard language of the native speaker.

9. Use partial practice and give articulatory and other limits when students are unable to produce or hear elements and patterns differing from their language.

10. Provide interesting content for practice and reenforce each student's efforts with continuous appreciation.

Most linguists and educationists now agree that in the early years second language learning is similar to the process of first language learning. Methods of teaching a second language are based upon the following assumptions:

1. Listening and comprehension should come before speaking.

2. Reading and writing should follow listening and speaking.

3. Logical and abstract reasoning should not be imposed upon the child.

4. Since language is a system of sounds, acquired by imitation, conditioning and memorizing to form habits, in learning a second language the conditions should be created which provide opportunity for children to imitate, memorize and practice the language learned.

5. Since first language learning is a skill acquired in a total social and personal situation, a similar situation should be provided for learning the second language.

6. An innate desire to communicate, social pressure to use language, and verbal curiosity operate in language learning whether it is the first or second language.

Reading Research to Reality
California Reading Association
October 28-29 1966
Fresno, California

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In developing an instructional program for teaching a second language in the elementary school a variety of approaches will be needed. The child first learns to recognize the discriminate sound and then imitates, respeaks, and memorizes. The application of the sequence is well represented in the following lesson plan. The lesson plan is from the California Project H200 (Teaching English as A Second Language) U.C.L.A. Miss Lois Michael, Consultant

Lesson Plan

1. Chain dialogue

Example: Teacher: Who are you?

1st Child: My name is Joe

1st Child: Who are you?

2nd Child: My name is Alice.

2nd Child: Who are you?

etc.

II. Substitution Drill

(note) Substitution called slot

Single slot substitution

I have [a / an] noun

Double slot

He / She has [a / an] noun

Procedure:

Teacher holds up a pencil and says:

I have a pencil.

(note) Substitution - nouns

pronouns he she

He has a pencil

She has a pencil

etc.

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III. Model -- Echo Activity

Teacher points to a tree

That is a tree[3]

Model three times before having children echo.

That is a tree.

IV. Dialogue

Model - echo - dialogue

Dramatization with puppets.

1st Puppet Hi! My name is Joe.

2nd Puppet Hi! My name is Pete.

(note) Teacher modeling behind individual who echoes.

V. Question answer dialogue

Informational answer

Do you have the ball?

No. I don't.

(note) Gradually working toward longer responses.
No, I don't have the ball.
etc.

(note) Use normal intonation

VI. Question answer dialogue as a game

Object concealed in a sack

I have a _____.

You have a _____.

VII. Singing songs

Helps with

1. Motivation
2. Serves as a pace changer
3. Helps with phonemes
   Phonemes-It is the phonemes of the language that alphabet writing represents.

(note) As speakers of English we differentiate words like 'pay' and 'bay' by choosing either /p/ or /b/ just as we differentiate 'may' from both 'pay' and 'bay' by choosing /m/. A convenient term to use for sounds which separate one word from another is phoneme. Thus /p/, /b/, and /m/ are three of the phonemes of English.

E.S.L. Lesson Plan

Source: Project H200
English as a Second Language
U.C.L.A.

1. Objectives

A. Content

1. The learner will be able to ask the question: What's your name?

2. In response to the above question, the learner will be able to say: Joe. What's yours?

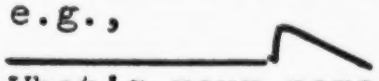
3. In response to "What's yours?" the learner will give his name, e.g., "Tom."

4. New vocabulary:

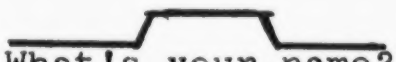
a. The name of every pupil in the class.

b. The teacher's name

5. The learner will be able to use high pitch in normal and constrative positions e.g.,



What's your name?



What's your name? (in a series)

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Lesson 1.

Teaching Points

a. The process of substitution.
b. Deletion as a convention of dialogue.
c. Association of high pitch with stress and length.
d. The placing of high pitch.
e. English pronounciation of the learner's name, e.g., (Ramoron for Ramon)

Likely Errors

a. Instead of deleting, some pupils might give complete sentences, e.g., "My name is Jane." This is not an error and shouldn't be corrected. But do not encourage by giving overt approval.

b. A very short vowel where a long one is espected, e.g., "What's your." rendered as: /What's yours?/ instead of /What's y..rs?

B. Test

1. Have pairs of pupils come up to the front of the classroom and go through the following dialogue. (Which you may have to model for the first pair)

   1st L What's your name?
   2nd L Joe What's yours?
   1st L Jane

2. Seat the children in a circle with you. Take the role of the 1st L above and go through the dialogue with each child. Then have some child take the role of 1st L. Repeat until all the children have a role of 1st L

II. Materials:
Two hand puppets
one of a boy, the other a girl

III. Procedure:

A. Review
(none)

B. Presentation

1. Introduce the puppets in a manner resembling the following:
Class, This is Jane. Look at the girl puppet.

2. Model the dialogue below three times, indicating which puppet is saying by hand gestures and nearness of the "talking" puppet to your face.

   Jane: Hi. What's your name?

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Like Errors (continued)

c. For test 2, 1st L should emphasize your when he moves to the second, third, etc., member of the circle. Some of the learners might merely over emphasize the word name, thus /What's your na..me?/ instead of /What's you..r name?/

(note) If you have more than eight pupils, you may have to divide the class into several groups and require each child to only know the names of those in his group. Change the group in the next few lessons until every child has learned the name of every other child in the class. The names Joe, Jane, Tom, Mary and others in the lessons are cover terms for the actual names of your pupils.

Name the puppets after a boy and a girl in your class. Since your pupils will probably not understand your verbal messages, use whatever gestures are necessary to get across to them that you are naming the puppets, e.g., saying, "Jane" as you shake the girl puppet, "Joe" as you shake the boy puppet.

/Wha-t's your na..me?/

/What's you..rs?/

Joe: Joe. What's yours
Jane: Jane.

3. Echo: 0 3, 0
Hold up only the girl puppet.

4. Echo: 0 (3) 0.
Hold up only the boy puppet

What's yours?
What's yours?

5. Repeat step 2

6. Give the puppets to the two children you have named the puppets after and have the two children repeat the dialogue.

7. Have Joe come up to where you are.
Initiate the dialogue:

What's your name?

Mr. Mrs. Miss

--Joe: Joe, what's yours?

8. Help Joe initiate the dialogue with another pupil. Continue with other pairs of students.

Joe: What's your name?
2ndL Tom. What's yours?
Joe: Joe

9. Approach each pupil separately and initiate the dialogue. After you have completed the dialogue with the first pupil, proceed to the others, emphasizing <u>your</u> in "What's your name?

You may have to help the two children by whispering their lines to them

For Example:
1st L Joe: What's yours?

Mr. Mrs. Miss _____

What's your name?
2nd L Jane. What's yours?

Mr. Mrs. Miss _____

What's your name?
3rd L Tom. What's yours?

Mr. Mrs. Miss _____

etc.

/Wha.ts your na.me?/

/What's you...r name?/

C. Pronounciation

1. Repeat step 9 of presentation, but instead of initiating the dialogue yourself, have one of the pupils do it. Repeat until every child has had a chance to play a role.

Correct the responses which violate the error of emphasizing name in this situation (See likely error)

2. Recite and then sing the following song for your class. Sing it a second time and have the children join in on "My name is __." putting in his own name.

The song is from Birchard Music Series
Kindergarten p. 16
Calfiornia State Series

Oh, Tell me your name, please
Oh, Tell me your name, please
Oh, Tell me your name, please
Heigh-Ho, Heigh-Ho, Heigh-Ho

My name is _____
My name is _____
My name is _____
Heigh-Ho, Heigh-Ho, Heigh-Ho

You might have a group of three children recite the lines after you as a group till they come to the lines, "My name is _____" where each child recites individually coming together again on the last line.

3. Have children recite each of the lines after you in groups and individually as time allows.

Proceed to test of objectives on page 1

TESOL CONFERENCE
Program XV -- "Testing the Child in ESOL"
Carillon Hotel
Miami, Florida
April 22, 1967

SAMPLE TEST ITEMS from a test of oral production constructed by Lois Michael, Curriculum Writer, California Project H200, Department of English, University of California at Los Angeles.

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OBJECTIVE:

The learner can answer with the kernel sentence: I HAVE A PENCIL.

TEST ITEM:

Give the student a pencil.

DO YOU HAVE A BOOK?

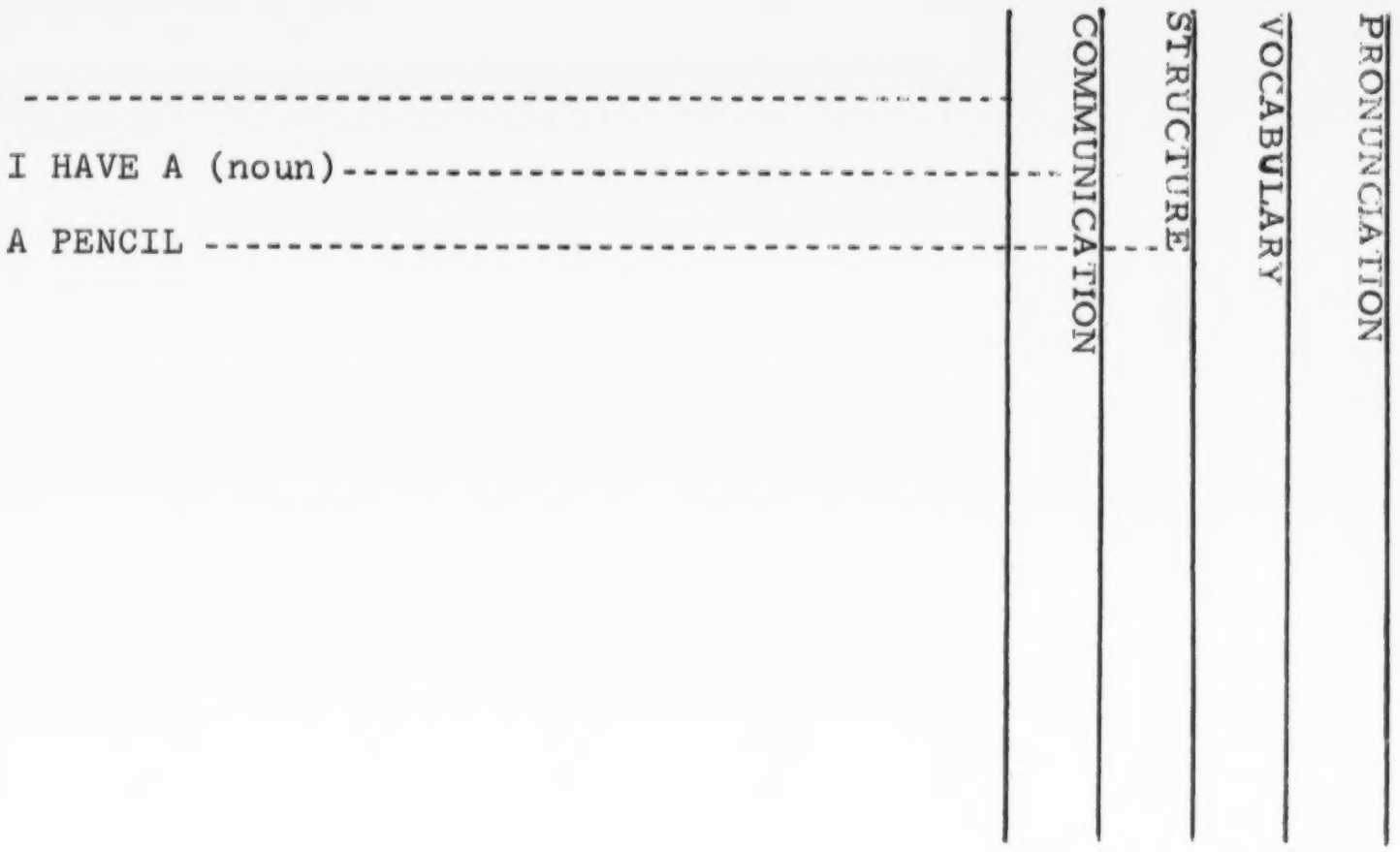
I HAVE A PENCIL

*WHAT DO YOU HAVE?

*TELL ME THAT YOU HAVE A PENCIL.

Take the pencil.

SCORING:



OBJECTIVE:

The learner can ask a Who information question with a nominative pronoun.

e.g. WHO'S HE?

TEST ITEM:

Show the picture of the boys (#56). Point to the younger boy.

ASK ME WHO HE IS.

WHO'S HE

HE'S JOE.

SCORING:

PRONUNCIATION

VOCABULARY

STRUCTURE

COMMUNICATION

WHO'S HE? ----------

OBJECTIVE:

The learner can make statement with concordant subject pronouns and forms of

be: e.g.

I AM JOE. I'm JANE.

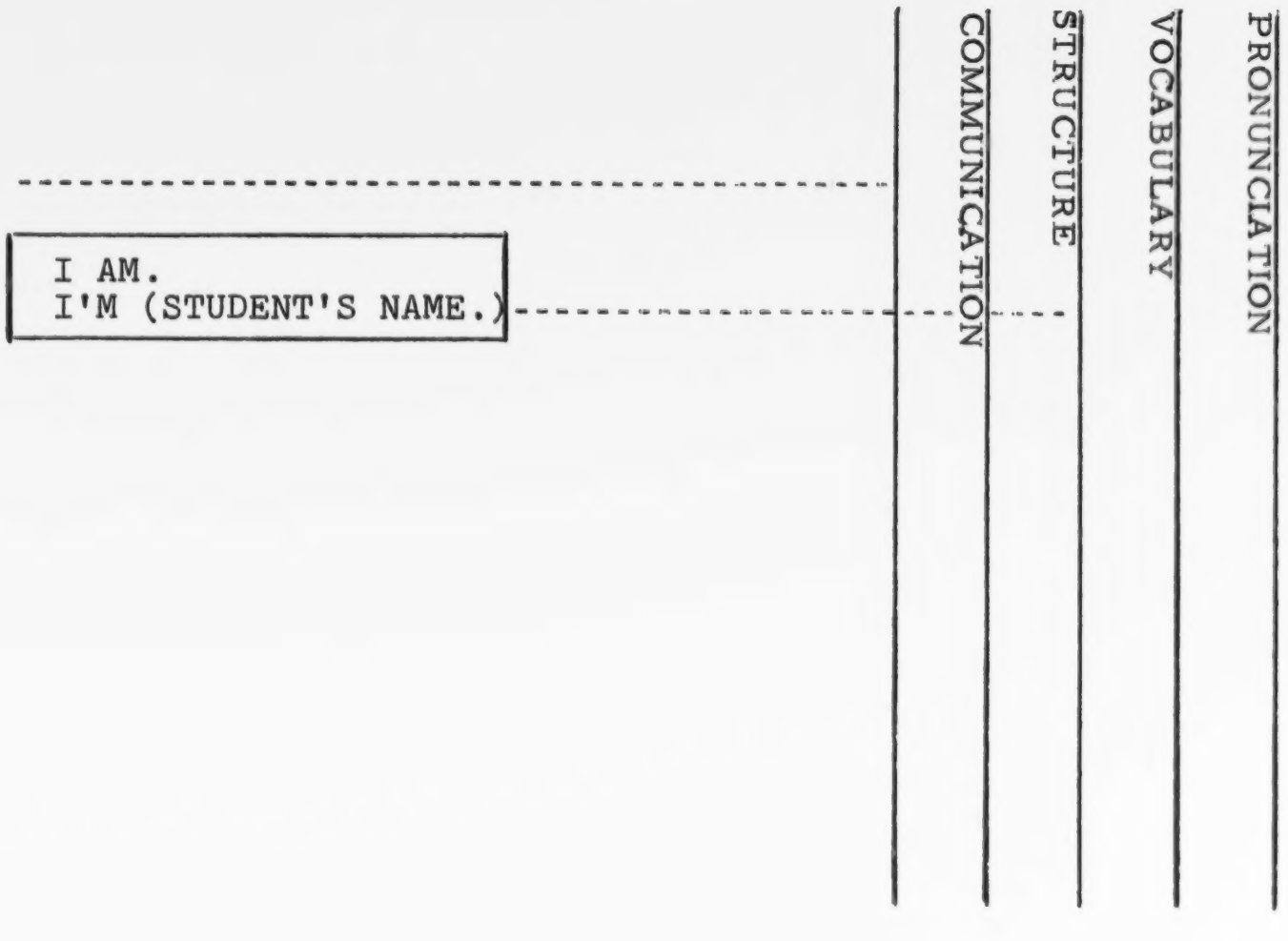
TEST ITEM:

WHO'S (NAME OF STUDENT BEING TESTED)?

I AM. I'M (HIS OWN NAME).

*TELL ME THAT YOU'RE (STUDENT'S NAME).

SCORING:



OBJECTIVE:

The learner can make statements

with concordant subject pronouns

and forms of be: e.g.

YOU ARE. YOU'RE JACK.

TEST ITEM:

Point to yourself.
WHO'S (NAME OF EXAMINER)?

YOU ARE. YOU'RE (NAME OF EXAMINER).

SCORING:

YOU ARE. YOU'RE (Name of examiner).

PRONUNCIATION

VOCABULARY

STRUCTURE

COMMUNICATION

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4-1

OBJECTIVE:

The learner can say an 'on' prepositional phrase as a locative adverb.

e.g. ON THE BOX

TEST ITEM:

Show the picture of a duck on a box (#64).

WHERE'S THE DUCK?

ON

BOX

*IS THE DUCK IN THE BOX?
*IS THE DUCK UNDER THE BOX?

SCORING:

PRONUNCIATION

VOCABULARY

STRUCTURE

COMMUNICATION

ON

(noun)

BOX

OBJECTIVE:

The learner can say an adjective after <u>is</u>: e.g. IT'S YELLOW.

TEST ITEM:

Put out a red crayon and a yellow crayon.
Hold up the red crayon.

THIS IS A CRAYON.
IT'S RED.

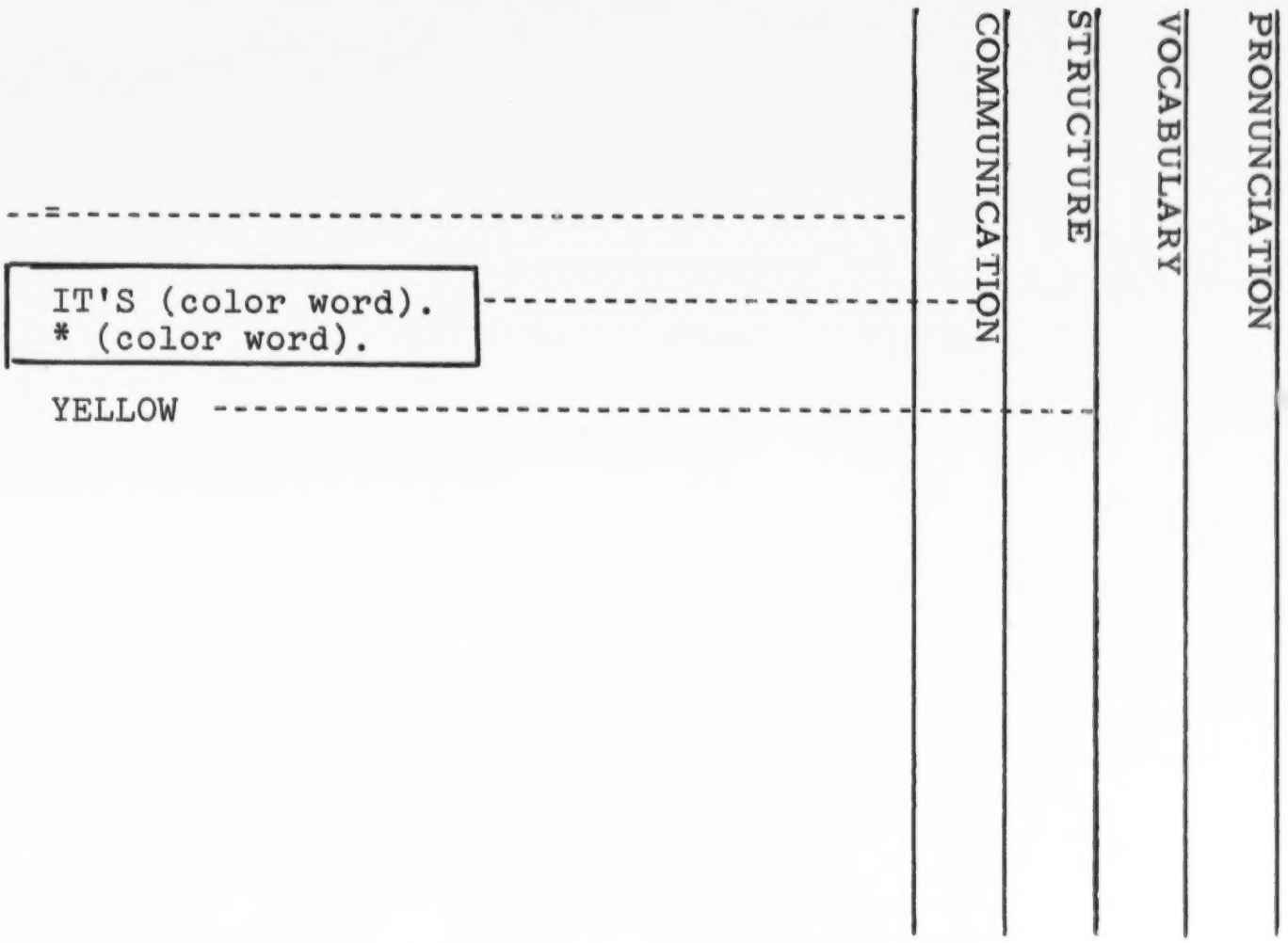
Hold up the yellow crayon.
THIS IS A CRAYON, TOO.
IS IT RED?

IT'S YELLOW.

*IT'S_____.

*YELLOW.

SCORING:



OBJECTIVE:

The learner can say an adjective

before a noun: e.g. A GREEN CRAYON.

TEST ITEM:

Put out a blue crayon and a green crayon.
Hold up the blue crayon.

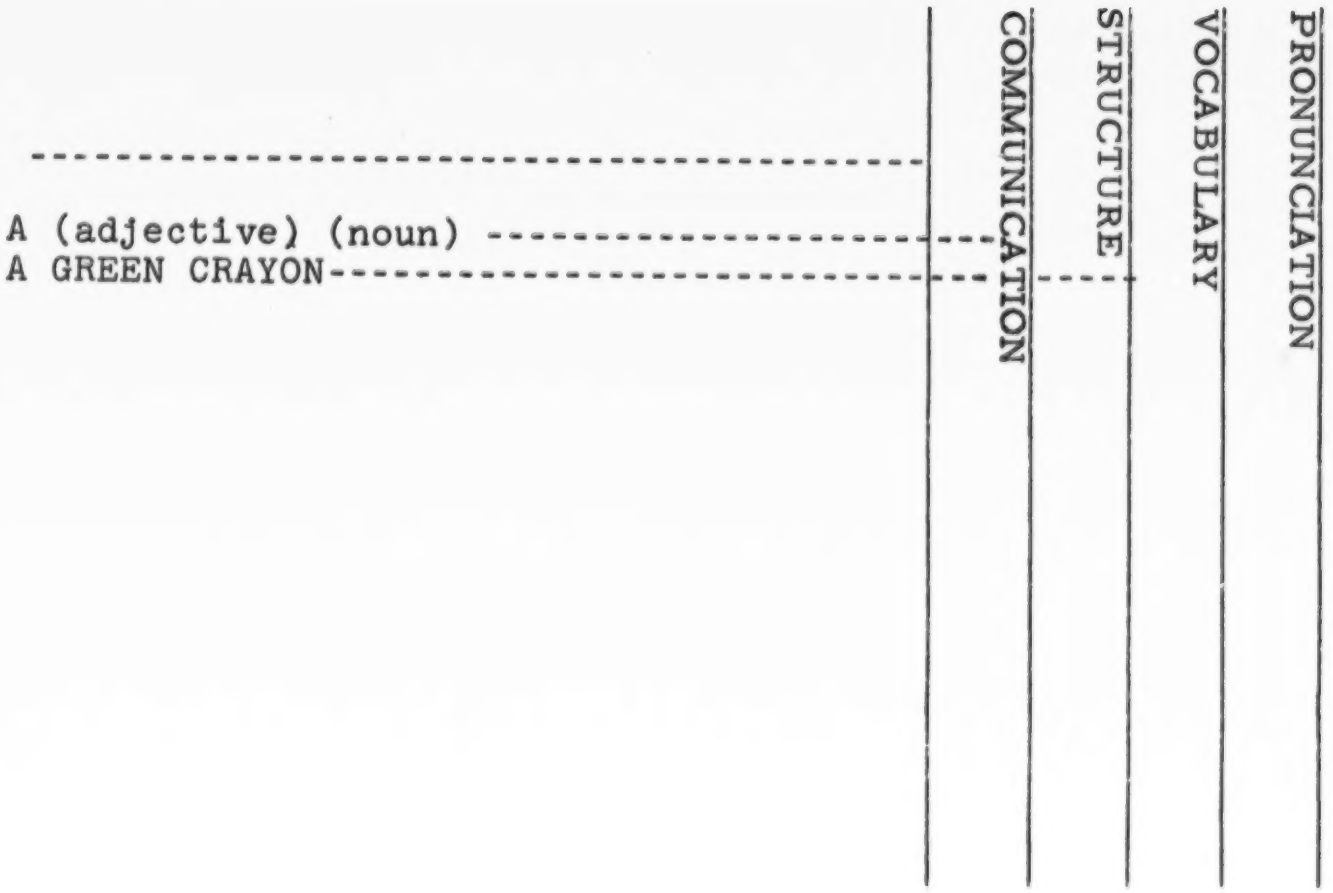
THIS IS A BLUE CRAYON.

Hold up the green crayon.

WHAT'S THIS? A GREEN CRAYON.

*IT'S A _____. *GREEN CRAYON.

SCORING:



OBJECTIVE:

The learner can ask a How many

information question with there:

e.g. HOW MANY LITTLE DUCKS
ARE THERE?

TEST ITEM:

Look at the picture of the ducks (#80), but do not let the student see the front of the picture.

I SEE SOME DUCKS.
ASK ME HOW MANY LITTLE DUCKS
THERE ARE.

HOW MANY LITTLE DUCKS
ARE THERE?

THERE ARE THREE LITTLE DUCKS.
Show the student the picture.

SCORING:

HOW MANY LITTLE DUCKS ARE THERE? ----------

PRONUNCIATION	VOCABULARY	STRUCTURE	COMMUNICATION

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OBJECTIVE:

The learner can say [tʃ] as in

chair [tʃɛr]

TEST ITEM:

Show picture: The picture of a chair (#34).

WHAT'S THIS?

A CHAIR

SCORING:

/tʃ/in/tʃɛr/
A CHAIR

PRONUNCIATION
VOCABULARY
STRUCTURE
COMMUNICATION